

	End of KS2	Year 7	Year 8	Year 9	Year 10	Year 11
KNOW - Contextual world knowledge of locations, places and geographical features	I have developed a framework of world locational knowledge, including some locally and globally significant physical and human features.	I have more detailed knowledge of places at a global scale - such as continents & oceans, countries & capitals in the UK and wider global features.	I have detailed knowledge of places at a global scale and improving knowledge from a variety of continents.	I have extensive knowledge of places and environments at a global scale and I am developing in-depth knowledge of a variety of global locations.	I am developing a broader and deeper understanding of locational context and am able to identify multiple characteristics of a variety of global locations.	I have a broader and deeper understanding of locational contexts at a global scale and can identify contrasting locations at a global scale.
UNDERSTAND – Understanding human & physical environments, processes and interactions, as well as patterns, and changes over time and space	I know what some places are like beyond my immediate surroundings and how and why they are different to where I live. I know that places change and can begin to explain some of these changes. I show some understanding of the links between people and the environment.	I know what a number of places are like and can give simple explanations for why they are different. I can identify, describe and explain some patterns in geographical data. I am developing an understanding of concepts such as cause and effect, the sequence of events and the interactions between people and environments.	I have a clear understanding of what a range of places are like and can identify, describe and explain patterns across a range of geographical data. I can describe the sequence of some geographical processes. I am starting to make more connections between different geographical phenomena.	I understand how physical processes and human activity lead to a change in a range of geographical settings. I understand how places are linked and how human actions in one part of the world can impact other parts of the world. I can make consistent connections between different geographical phenomena.	I am developing an understanding of interactions and interrelationships between people and the environment and I am starting to be able to apply theories and concepts to explain the similarities and differences between places.	I have a clear understanding of interactions and interrelationships between people and the environment and between geographical phenomena. I understand the similarities and differences between places and can apply theories and concepts to explain these.

<p>APPLY - Geographical enquiry and the application of skills in observing, collecting, analysing, evaluating and communicating geographical information</p>	<p>I am able to carry out investigations with guidance, using a range of geographical questions and sources of information like maps and images. I can express and explain opinions, and recognise that others may have different points of view.</p>	<p>I understand how to use evidence, such as maps and data to answer geographical questions. I can develop and discuss opinions, whilst recognising reasons for differing points of view.</p>	<p>I have a basic understanding of geographical enquiry. I can analyse a range of data relating to a particular geographical question. I can express basic conclusions and discuss various stakeholder opinions.</p>	<p>I can independently choose and use a wide range of data to help investigate, interpret, make judgements and draw conclusions about geographical questions, issues and problems. I can develop and discuss various points of view.</p>	<p>I am developing the ability to plant independent geographical enquiry. I can formulate coherent arguments and am beginning to evaluate more confidently as well as express the extent to which I am confident in my conclusions.</p>	<p>I can plan independent geographical enquiry. I formulate coherent arguments and evaluate information. I can express the extent to which I am confident in my conclusions or agree with the opinion of others.</p>
<p>MAP SKILLS – Interpreting Ordnance Survey and other maps</p>	<p>I can develop map skills such as reading a 4 figure grid reference and identifying heights from contours.</p>	<p>I can read a 4 figure grid reference, heights from contours and calculate straight line distances on simplified maps.</p>	<p>I am developing more complex map skills such as reading 6 figure grid references and non-straight line distances.</p>	<p>I can read 6 figure grid references, heights from contours and calculate non-straight line distances.</p>	<p>I am developing more complex map skills such as cross sections and making connections between maps and geographical theories.</p>	<p>I can apply a range of complex map skills to a range of maps and can make connections between maps and geographical theories.</p>
<p>COMMUNICATE - Use of geographical vocabulary and literacy</p>	<p>I can use simple geographical words in my writing.</p>	<p>I am starting to use some more complex geographical words appropriately and link my ideas together.</p>	<p>I am using a greater range of more complex geographical words.</p>	<p>I can use a wide variety of geographical words appropriately to effectively communicate my ideas.</p>	<p>My spelling, punctuation and grammar is accurate and I am using a greater range of specialist geographical vocabulary.</p>	<p>My spelling, punctuation and grammar is accurate and effective and I can use a range of specialist geographical vocabulary.</p>